

# Enabling Successful Open Learning for All



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1. Open learning – how do we understand it?
2. Modes of delivery – how have we changed our ways of conceptualising these?
3. Some questions to ask yourselves as you plan to go to scale with your courses and materials.

# Enabling successful open learning for all

Enabling learning

Open learning for all

Successful learning

# Enabling learning (not just facilitating)

Learner centred, but also learning centred

<b>Learner profile</b>	<b>Implications for designing learning</b>
Already teaching	Build on (but also challenge) existing practice.
Conceptual and theoretical grasp of subject not strong	Have to teach concepts, not simply present them.
Difficulties with managing own learning in a second language	<ol style="list-style-type: none"><li>1. Course design should provide support in managing own learning</li><li>2. Language support (eg glossaries)</li></ol>

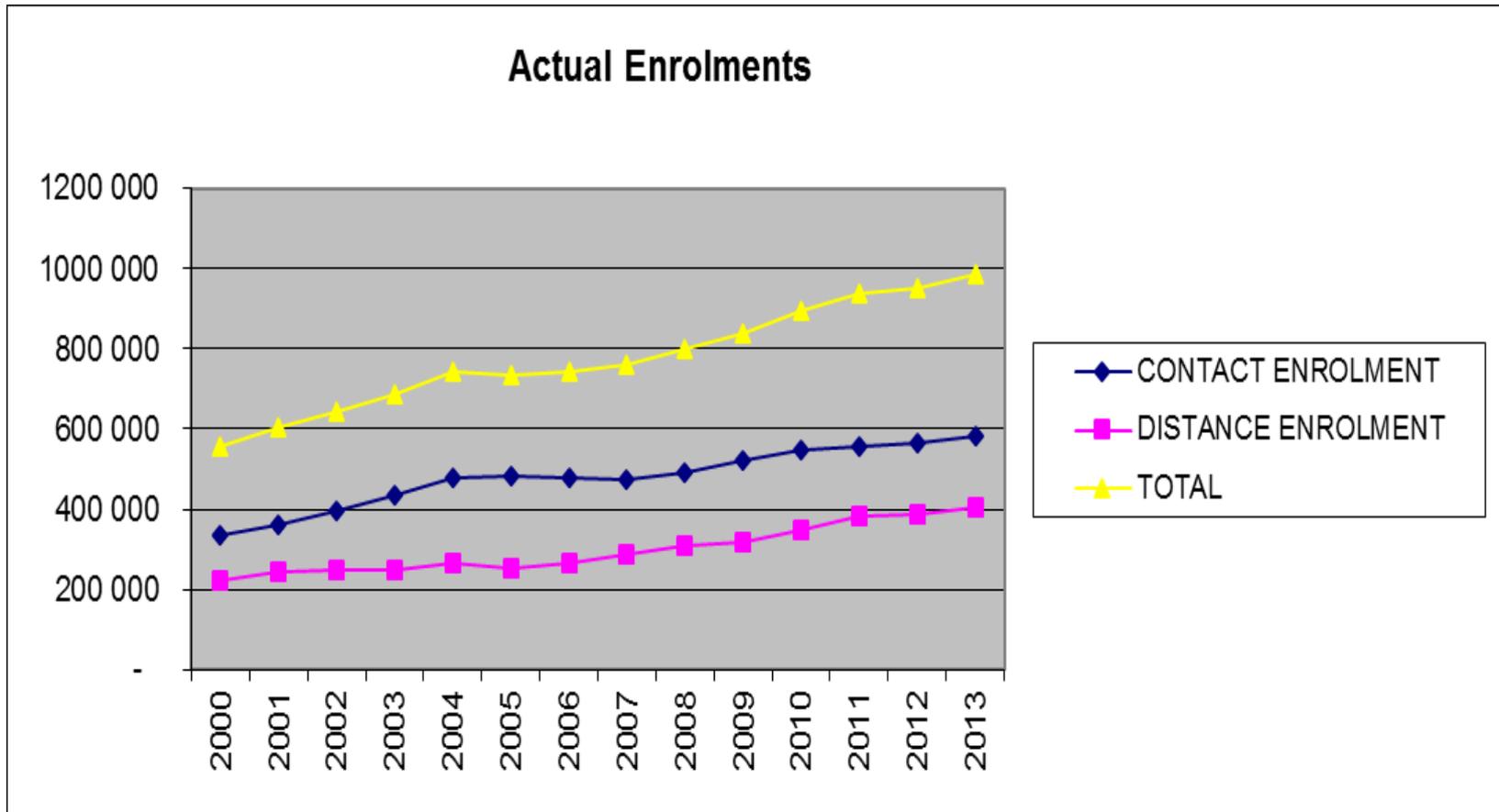
# Learning for all

## Use of distance education methods for non-traditional students

Distance education was intended to give access to learners who were separated from their educators either by being in a different place, or by having to learn at times when the educator was not available.

1. Accessible to working students, students in remote areas, students with other commitments (64% of distance students are female in 2013 – cf 54% in contact);
2. More flexible entry requirements;
3. More affordable.

# Learning for all – open access for large numbers



# Learning for all – open access for large numbers

## What about MOOCs?

- open entry;
- unlimited participation;
- open access via the web.

For example, more than 380,000 learners from 153 different countries are enrolled on the “Understanding IELTS: Techniques for English Language Test” course, run by the British Council.

# Learning for all – open access for large numbers of whom?

MOOC students are

1. predominantly highly educated
2. largely employed
3. more men than women
4. more educated than the general population (esp in BRICS and other developing countries)
5. largely from developed countries

*(Christensen et al 2013, Palin 2014, cited in Czerniewicz, 2016)*

Our target in Africa is the **marginalised** majority

# Successful learning

Need access – but with success.

A perennial issue in distance education in South Africa.

1. Early studies by Saide – 5.2% to 15% of those who started in a programme graduated after 9 years
2. Vital Stats (CHE 2012) for Unisa 2005 cohort show throughput of
  - 5% for 360 credit diplomas (47% for all other universities)
  - 14% for 3 year degrees (55.9%)
  - 16% for 4 year degrees (58%)

# Some factors affecting success

1. Numbers of learners enrolled exceed the capacity of the staff and infrastructure to provide for learner support and appropriate assessment
2. Assessment is not recognised as an integral part of the teaching and learning process and a key motivator of learning (see the failures of the modular system)



# Open learning principles have remained constant since 1995

*Open learning is an approach which combines the principles of learner centredness, lifelong learning, flexibility of learning provision, the removal of barriers to access learning, the recognition for credit of prior learning experience, the provision of learner support, the construction of learning programmes in the expectation that learners can succeed, and the maintenance of rigorous quality assurance over the design of learning materials and support systems.*

*(1995 White Paper)*

## So what has changed?

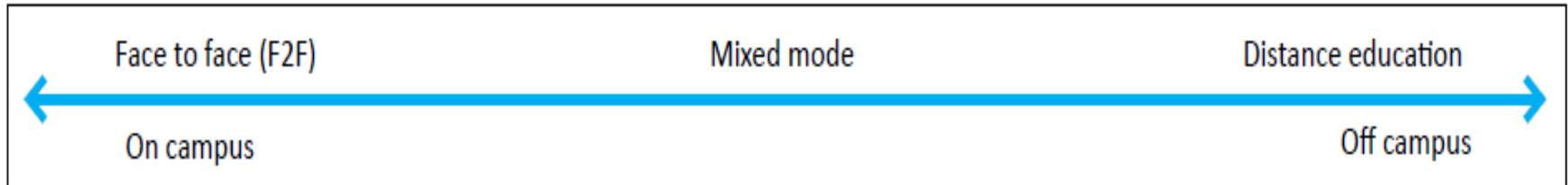
# Change: growth of e-learning and increasingly widespread use of technology

Many different types of e-learning

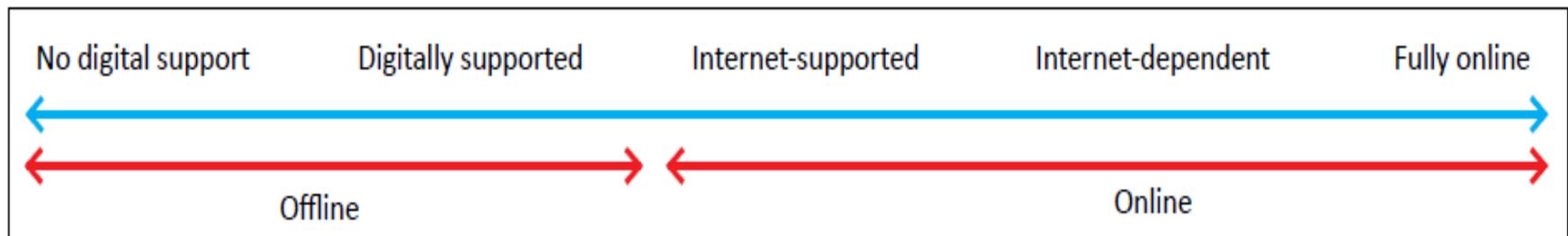
- 1. Internet supported:** participation online is optional/supplementary
- 2. Internet dependent:** online interaction, communication and access to course materials, but other (often face to face) methods also used.
- 3. Fully online:** no face to face component – everything happens remotely.

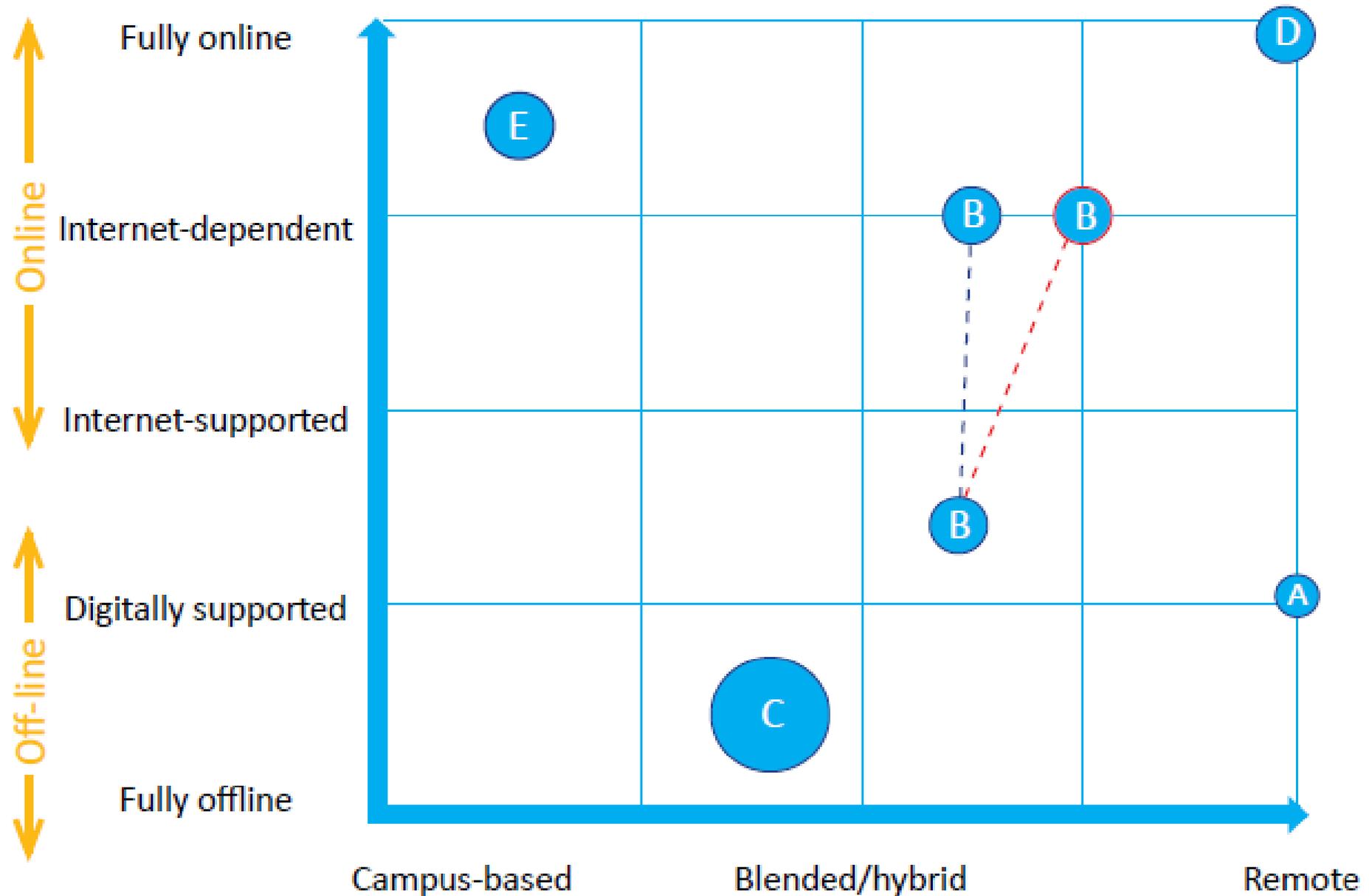
# New ways of thinking about modes of provision

## From a single continuum



## To a second continuum

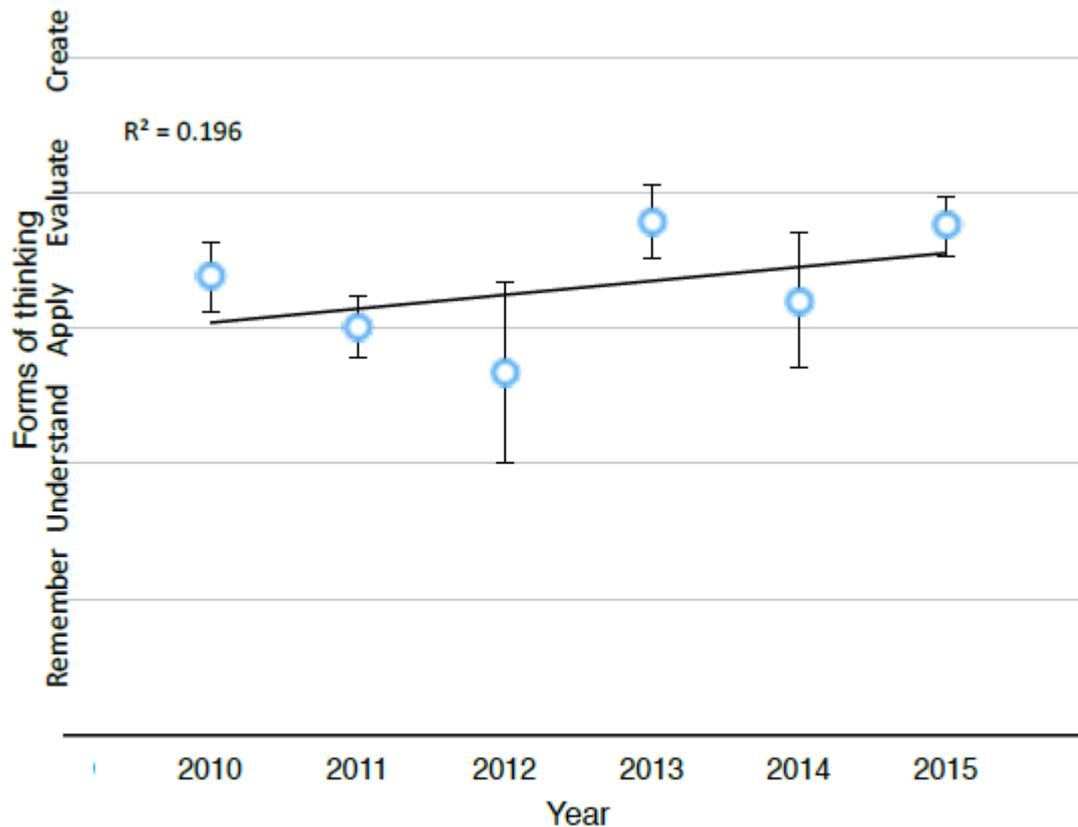




# Danger!

The complications of organising the technology make us forget the purpose and intended outcomes of the LEARNING.

*Rapid research on the use of ICT in Education (Saide, 2016)*



**Figure 13.** Evaluation the use of forms of thinking associated with research of the use of ICT to support teaching and learning ( $n=56$ ; bar=standard error of the mean).

# We need another continuum



# Learning design around video – some questions

What **LEARNING OUTCOMES** are you aiming at through the video?

What **ACTIVITIES** will you design to support them to achieve the outcomes?

Are you aiming at testing understanding of the video content and application of the methods in their own contexts? Or will you also require them to evaluate both the video and their own and each other's practice? Perhaps you might even get them to video each other's performance (create videos themselves?)

# Learning design around video – some questions

Who will your LEARNERS be?

What is their educational background?

What kind of academic support will they need to achieve the outcomes of the course?

How big is your target audience? Where are they situated?

# Learning design around video – some questions

How will they ACCESS THE COURSE, particularly the video?

Do they have access to the internet? How much could your learners manage online?

Or will the material have to be offline most or all of the time?

# Learning design around video – some questions

How will you COMMUNICATE with your learners?

What will you do to SUPPORT them in their interaction with the material and completion of the tasks? Could they support each other? How?

How will you manage GIVING FEEDBACK ON THE TASKS for large numbers of learners?

# An example: Zambian Community Schools Interactive Learning and Teaching Course

## **Putting what you have learnt into practice**

1. Watch and discuss a video that provides examples of interactive teaching methods and ways of using locally found resources for learning and teaching.
2. Plan and implement one of the activities that you have learnt about with your own classes. While you conduct the interactive activity, another teacher or friend will take a video of you and the learners doing it.
3. Watch the video of the interactive activity together in your study group and think about what was successful about your activity.
4. Think of ways you would like to improve the activity when you, or another teacher, does it again